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FOLLOW-UP OF 1965 FRESHMEN WHO DID NOT RETURN FOR FALL SEMESTER, 1966.

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STUDENTS WHO DID NOT RETURN FOR A SECOND YEAR WERE CODED ACCORDING TO THE LENGTH OF TIME SPENT IN THE COLLEGE AND THEIR RECORDS CHECKED FOR THE NUMBER OF UNITS ATTEMPTED AND THE NUMBER OF UNITS AND GRADE POINTS EARNED. A 1-PAGE QUESTIONNAIRE WAS SENT TO 967 SUCH STUDENTS AND THE RESULTS FROM THE 222 REPLIES WERE ANALYZED. A SEPARATE CHECK WAS MADE ON THOSE ENROLLED IN 1-YEAR COSMETOLOGY, LICENSED VOCATIONAL NURSING, AND PEACE OFFICER PROGRAMS. TABLES WERE PREPARED TO SUMMARIZE ANSWERS TO THE FOLLOING QUESTIONS--(1) WHAT IS YOUR PRESENT ACTIVITY. (2) WHEN DID YOU LEAVE THE COLLEGE. (3) WERE YOU EMPLOYED WHILE ATTENDING COLLEGE. (4) IF SO, HOW MANY HOURS PER WEEK. (5) IN WHAT WAY COULD THE COLLEGE HAVE HELPED YOU MORE. (6) HOW MUCH HAS YOUR COLLEGE TRAINING HELPED YOU IN YOUR PRESENT JOB. (7) WHAT OTHER COMMENTS OR SUGGESTIONS CAN YOU OFFER. THE FINDINGS, WHILE SHOWING NO SERIOUS DEFICIENCIES IN THE COLLEGE'S FUNCTIONS, DID INDICATE AREAS FOR FURTHER STUDY--(1) HOW TO INCREASE COUNSELING EFFECTIVENESS FOR FRESHMEN, (2) A SIMILAR STUDY OF 1966 FRESHMEN, EXCLUDING THE SPECIAL TRAINING ENROLLEES, (3) A SEPARATE FOLLOW-UP STUDY OF VOCATIONAL STUDENTS, AND (4) A PROFILE OF STUDENTS WHO DROP CLASSES. (HH)

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R I V E R S I D E C I T Y C O L L E G E

COUNSELING DIVISION

FOLLOW-UP OF 1965 FRESHMEN WHO DID NOT RETURN FOR FALL SEMESTER, 1966

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 6 1967

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

MAY, 1967

by

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RIVERSIDE CITY COLLEGE

FOLLOW-UP OF THE 1965 FRESHMEN

The Problem

As part of the N.D.E.A. Title V Placement Project this year, a faculty administrative committee was formed to design a new instrument for the follow-up of our graduates. The present study is an outgrowth of that committee's interest in following up the students who began their college career at Riverside City College but who did not return for a second year. It was believed that studying the academic patterns of these students as well as their reactions to Riverside City College and their reasons for leaving would be valuable in planning counseling direction as well as curriculum. The 1965 freshman class was selected for study.

Procedure

Data processing provided a listing of students new to the college in the fall of 1965. From this list 975 students were identified for study.

1. Students were coded according to the length of time spent at the college. Each student's record was checked for the number of units attempted, number of units and grade points earned. A tabulation was made of the academic patterns in each group.

2. A one-page questionnaire designed by the committee was sent to 967 former students whose addresses were available. Results were coded and sent to data processing for analysis. Students who had been enrolled in vocational (cosmetology and LVN) or special training programs were treated separately.

Limitations of the Study

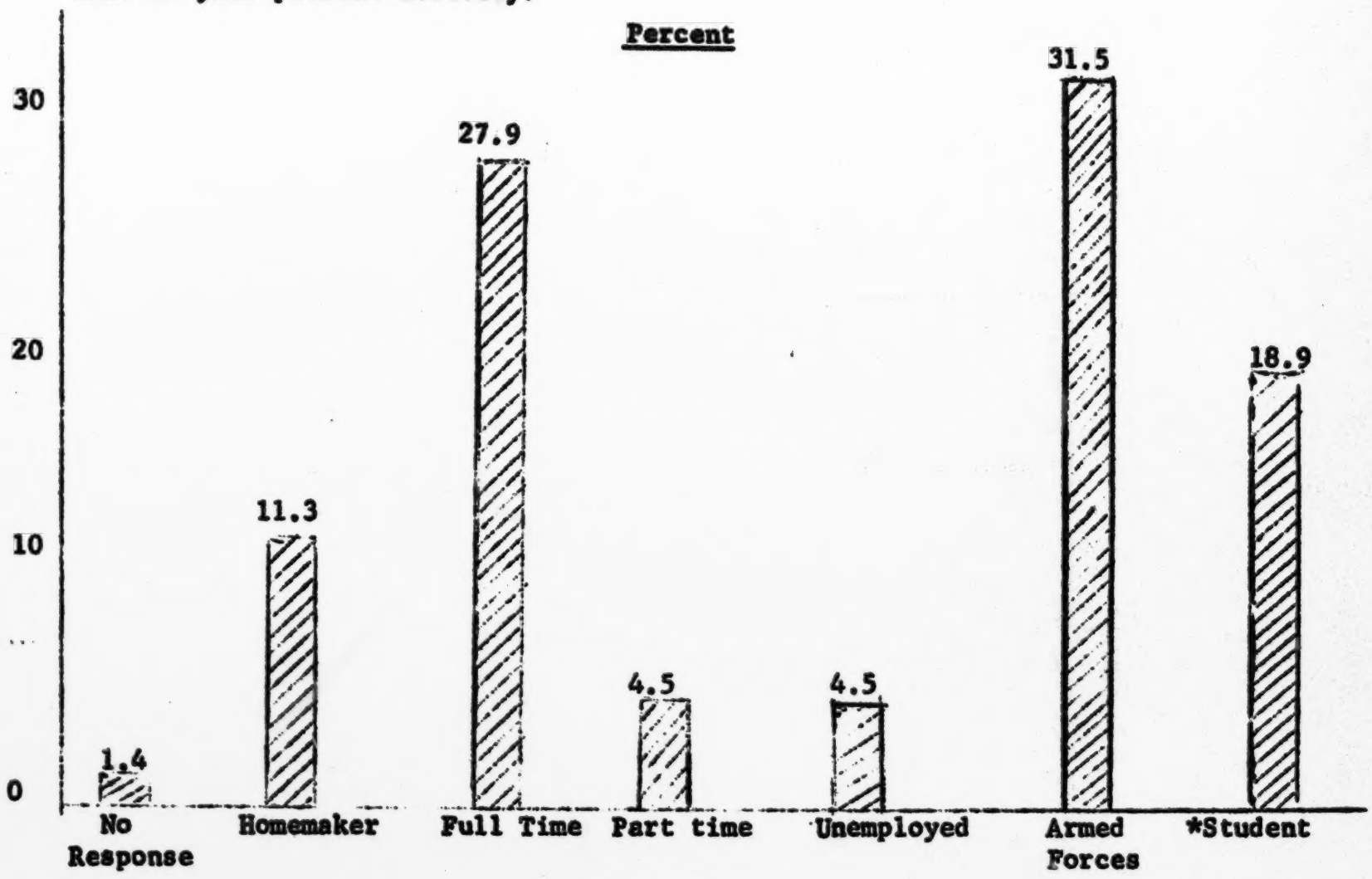
The present study is limited to day students who enrolled in Riverside City College for the first time in the summer or fall of 1965 and who had accumulated no more than seven units by September, 1965.

FOLLOW-UP OF 1965 FRESHMEN WHO DID NOT RETURN IN THE FALL OF 1966

CODE		NUMBER	PERCENT	UNITS ATTEMPTED	AVERAGE UNITS ATTEMPTED	UNITS COMPLETED	AVERAGE UNITS COMPLETED	GRADE POINTS	G.P.A.
0	Registered but did not attend or withdrew before the 8th week	106	10.9						
1	Started fall, 1965, did not complete semester	174	17.8	1164	6.7				
2	Started fall, 1965, completed fall semester	142	14.6	1378	9.7	830	5.8	1877	1.36
	2a Peace Officers	41	4.2	328	8.0	328	8.0	1016	3.10
	2b Investigators	50	5.1	150	3.0	150	3.0	453	3.02
3	Completed fall, 1965, and started spring, 1966	132	13.6	1934	14.6	1065	8.0	2082	1.08
4	Completed fall, 1965, and spring, 1966	266	27.4	6248	23.5	4869	18.3	10324	1.65
5	Completed fall, 1965, spring, 1966, and summer, 1966 (includes cosmetology & LVN)	64	6.6	2670	41.7	2604	40.7	6269	2.35
		975	100,0						

RESULTS OF QUESTIONNAIRE SENT TO 1965 FRESHMEN

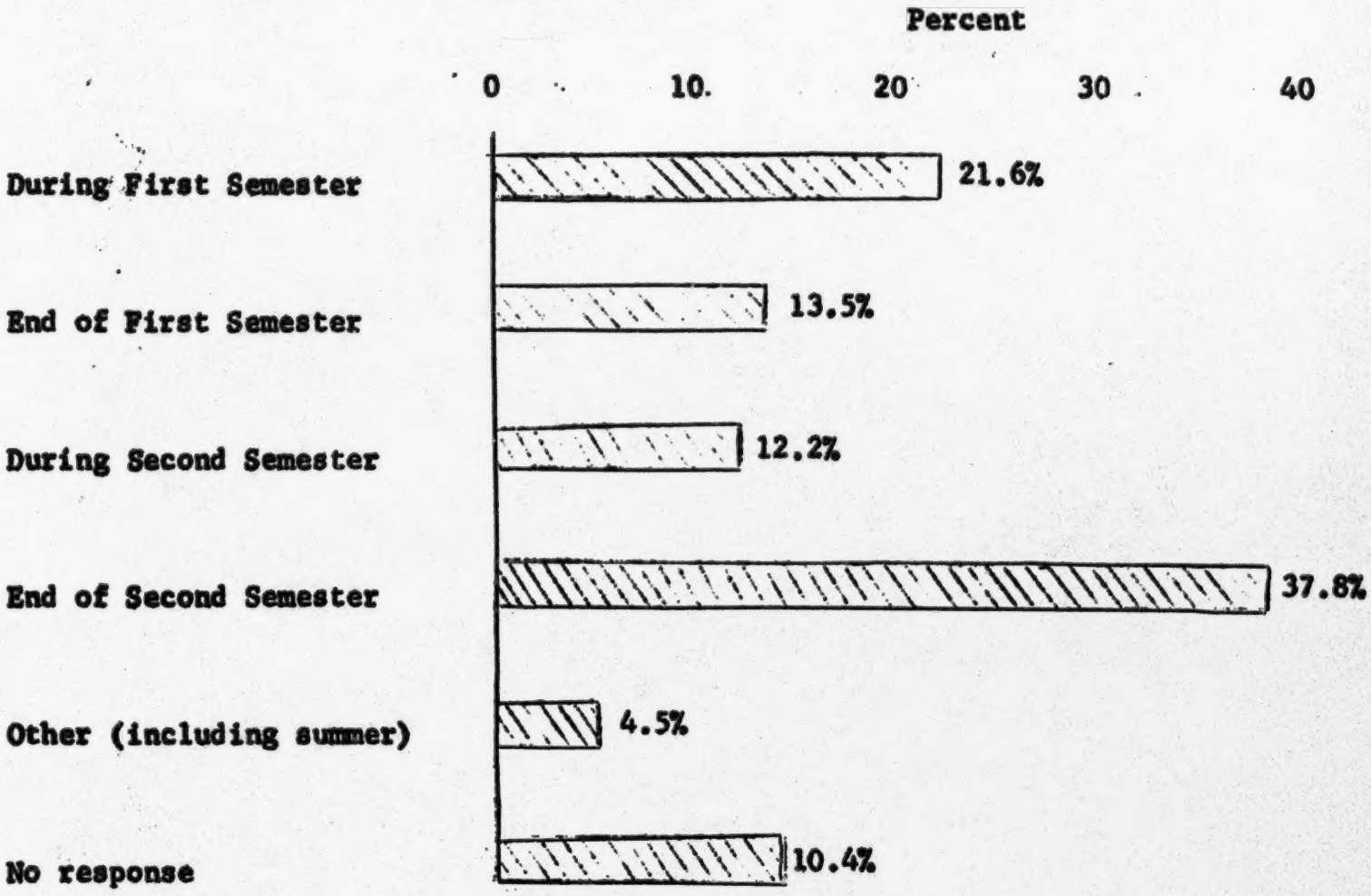
What is your present activity?



*Schools of attendance listed by the 42 former Riverside City College students were:

University of California	1
California State College	2
Out-of-state college or university	14
Private college	7
Junior college elsewhere	12
Business school	5
Private training school	1

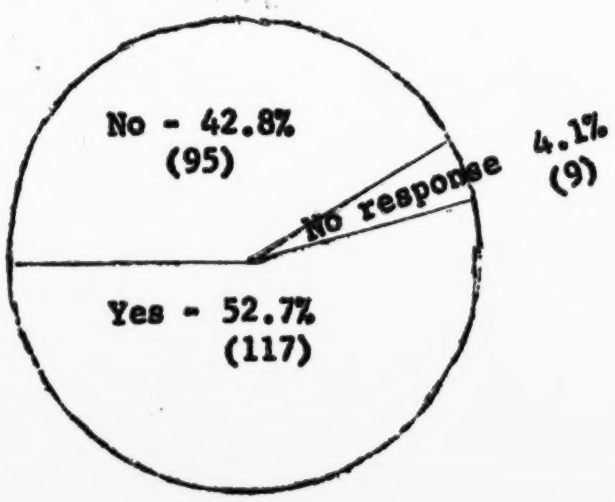
When did you leave Riverside City College?



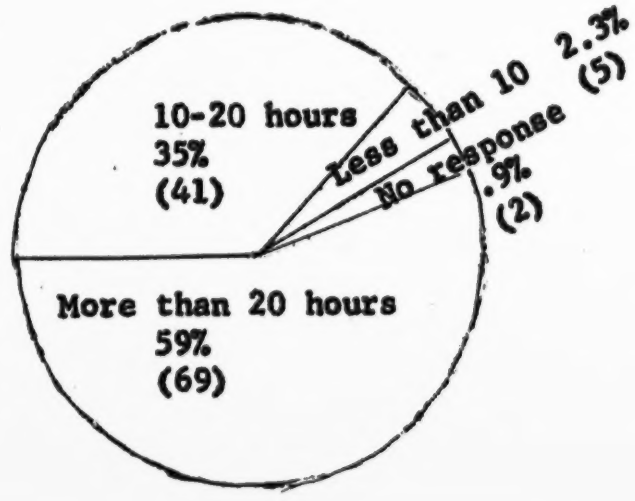
Additional Education or Training since leaving R.C.C.

		Number	Percent
1.	No response	56	25.2
2.	Armed Services Training	45	20.3
3.	None	37	16.7
4.	On-The-Job-Training	27	12.2
5.	Four year college	26	11.7
6.	Private training school	11	5.0
7.	Junior college	9	4.1
8.	Extended day	7	3.2
9.	University extension	4	1.8
10.	Private instruction	1	0.5

Were you employed at least part time while attending R.C.C.?



Hours per week for those employed



What was your <u>real</u> reason for leaving college?

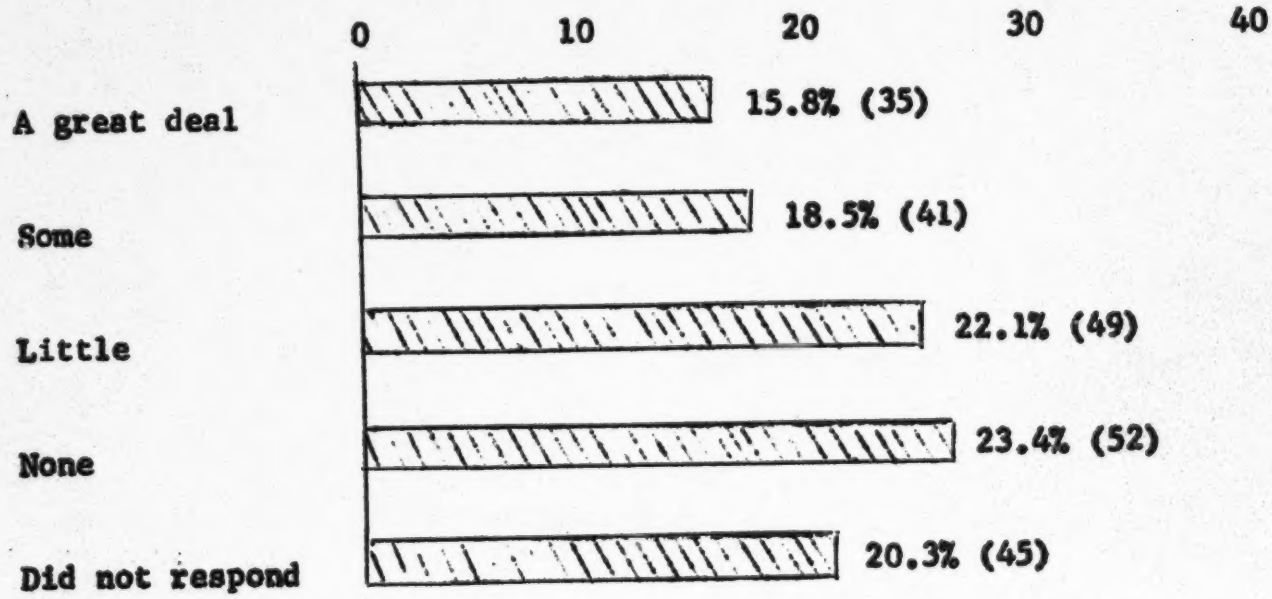
		Number	Percent
1.	Military	34	15.4
2.	Financial	22	9.9
3.	*Instruction	18	8.2
4.	Marriage	16	7.2
5.	To attend school elsewhere	16	7.2
6.	Full time employment	15	6.8
7.	Lack of interest, tired of school	15	6.8
8.	Conflict with employment hours or home duties	14	6.3
9.	Change of residence	12	5.4
10.	Personal or family problem	10	4.5
11.	Low grades	8	3.6
12.	Health (illness or pregnancy)	6	2.7
13.	Lack of college atmosphere	6	2.7
14.	Disqualification	5	2.3
15.	Course completed	5	2.3
16.	Couldn't get classes desired	4	1.8
17.	Housing problem	2	.9
	Did not respond	14	6.3

*Includes poor instruction, lack of challenging courses, "instructors were biased," poor preparation in major subject, "wasn't learning anything."

In what way could your experience at R.C.C. have been more helpful?

	Number	Percent
Did not respond	73	32.9
If I had been a better student	40	18.1
Satisfied as is	36	15.8
Better instruction	29	13.2
If I had continued to attend	18	8.1
More adequate social program	8	3.6
Miscellaneous (individual reasons)	5	2.3
More help from counselors	4	1.8
Changes in school policies	5	1.4
Lack of school atmosphere	3	1.4
Could not have helped me	3	1.4
	222	100.0

To what extent has your college training helped you on your present job?



Additional comments or suggestions:

	Number
Did not respond	88
None	28
Inadequate counseling	19
R.C.C. helped me	13
Enlarge and update curriculum	12
Improve instruction	10
Improve drop and add procedure, (do away with three week drop)	9
Good counseling	7
Would like to return	6
Increase class size to accommodate students	6
Unfair probation procedure	5
Lack of college atmosphere, school spirit	5
Offer more in extended day, summer session	4
More activities, sports	4
Eliminate fraternities and sororities, too much social life	4
More emphasis on learning, less on grades	3
Not strict enough	3
Provide better artist-lecture series	2
Publicize available scholarships and loans	2
Better parking facilities	2
Increase occupational materials	1
Convert to quarter system	1
Do away with grades	1
Teachers absent too much	1
Promote a friendlier campus	1
Better Foreign Student Club	1

Summary of Significant Findings

I. Study of the academic patterns of 1965 freshmen

A. 28.7% of the group failed to complete the fall semester. When the peace officers, investigators, cosmetology, and LVN groups are eliminated (these programs are one year or less), this percentage rises considerably.

B. Except for the students enrolled in special programs (peace officers and investigators) and those who completed the summer session 1966 (included cosmetology and LVN), the grade point average of all groups was significantly below 2.0.

C. Group 3 (students who completed the fall semester and withdrew during the spring semester 1966) had the poorest academic pattern. Apparently starting out with more units than the average, they completed less with fewer grade points.

D. Students enrolled in specific vocational programs or courses did better academically than those taking general education. High motivation could account for this.

E. Units dropped or failed by students in groups 2 (3.9), 3 (6.6), and 4 (5.2) averaged 5.2.

II Results of questionnaire sent to 1965 Freshmen (222 returns).

A. Since no attempt was made to identify the students answering the questionnaire, it was not possible to send a second letter or telephone to follow-up thus limiting the number of returns. Responses amounted to 30% of those who we assume received the questionnaire. However, a number of questionnaires had been answered by parents whose sons were serving overseas so it would be safe to assume that there were more letters that did not reach their destination. 73 were returned undelivered (not included in statistics).

B. 18.9% of the group studied are attending school elsewhere, the majority out-of-state or at other junior colleges although only 7.2% cited this as the real reason for leaving R.C.C.

C. 31.5% are now serving in the armed forces; 15.4% gave the military as the reason for leaving.

D. Only ten students cited disqualification and low grades as reasons for leaving, yet the academic patterns would indicate these to be real factors.

E. Nearly 60% of those who were working while in attendance were employed for more than 20 hours a week.

F. One fourth indicated that their experience at R.C.C. would have helped them more if they had been better students, had clearer goals, or continued to attend. This represents a significant number who are assuming the responsibility for their own education.

G. About 10% of the returns indicated that the students wanted more from instruction—more challenging courses, better instruction, better preparation in their major subjects, more help and interest from instructors, and more communication with them.

H. Asked for comments or suggestions, more than half did not respond (122). From those who did respond, the need for more adequate counseling rang out loud and clear from 19 students (8.6%) offset by only 7 (3.2%) who felt they had had good counseling.

I. The improvement of instruction, updating and enlarging the curriculum, and increasing class size to accommodate more students were the other suggestions cited most often. Of course counselors and teachers are sometimes victims of students' defense mechanisms.

III Results of questionnaire sent to students of one year or special certificate programs.

A. Cosmetology (14 returns)

1. Present activity
   Working full time 11
   Working part time 2
   Full time homemaker 1

2. All except one indicated that they had completed the course; one student was married at the end of the second semester and did not complete the summer session. Two had worked while attending R.C.C.

3. Six students would have liked more communication between Cosmetology and the college. Four could see no way in which to have bettered their experience. One regretted her choice of classes.

4. Extent of help from R.C.C.
   A great deal: 10 Some: 3 Little: 1
   Two students had continued with private school or instruction. One plans to return for the A.A. degree.

5. Two students saw a need for more practice in the course. One would like a change to the quarter system.

B. Licensed Vocational Nurses.

1. Only two returns were received. One student is now a full time homemaker while the other is working part time in addition to her home responsibilities. Both indicated satisfaction with the course.

2. Comments and suggestions included the following:

   (a) Establish controls that will eliminate excessive hostilities between instructors
   (b) I was very satisfied with everything

C. Peace officers and Investigators (20 responses)

1. All are working full time. Six have had further schooling at other junior colleges and two at specialized schools.

2. Extent of help from R.C.C.
   A great deal: 11 Some: 8 No response: 1

3. Comments and suggestions included the following:

   a. Course too short: 3
   b. Sleeping accommodations terrible: 1
   c. Good instruction: 3
   d. Make course acceptable to P.O.S.T. certificate: 1
   e. One subject had little practical value: 1
   f. Wish I could have taken more courses: 1
   g. Wish I lived closer to your college: 1

For Further Study

While the present study is somewhat inadequate in response received and in the technicalities of identifying the particular group wanted for study, it has pointed up several areas for further study.

1. What can be done to increase counseling effectiveness for freshmen students? Three-fourths of the 1966 graduates indicated that they had received good or excellent counseling. Where are we falling down with the freshmen who attend one year or less? Are we not reaching them early enough? Perhaps a control group could be identified for special counseling in the fall of 1967.

2. A modified study of the 1966 freshmen who do not return in the fall of 1967 excluding students who are enrolled in special training classes, certificate, or licensing programs.

3. A study of students who enroll in vocational programs. How many finish? What happens to them?

4. A profile of students who drop classes. Reasons for dropping. What effect does the draft requirement have on the dropping of classes?